

Student Teaching Summary Evaluation

Evaluations completed by University Supervisors (US) and Cooperating Teachers (CT) for 2019-2020 and 2020-2021. The new evaluation form was piloted in 2019-2020. Some of the indicators have the same wording, but are differentiated in the rubric and have a different focus.

Scoring – Unacceptable = 1, Developing = 2, Target = 3

Indicator	Fall 2019 US	Fall 2019 CT	Spring 2020 US	Spring 2020 CT	Fall 2020 US	Fall 2020 CT	Spring 2021 US	Spring 2021 CT
1.1a The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.	2.91	2.85	3	2.53	2.81	2.7	2.8	2.73
1.1b The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.	2.91	2.8	3	2.53	2.74	2.7	2.82	2.65
1.1c The teacher candidate plans instruction based on learning needs of all diverse learners, including those with exceptionalities.	2.85	2.72	3	2.42	2.69	2.64	2.74	2.55
1.2a The teacher candidate nurtures individual differences to establish a positive classroom culture.	2.97	2.95	2.91	2.71	2.86	2.76	2.8	2.84
1.3a The teacher candidate establishes a classroom	2.94	2.87	2.75	2.64	2.79	2.7	2.78	2.66

environment conducive to learning.								
1.3b The teacher candidate establishes a classroom environment conducive to learning.	2.97	2.87	2.83	2.64	2.88	2.9	2.82	2.69
2.1a The teacher candidate demonstrates a thorough knowledge of content.	2.97	2.97	3	2.78	2.95	2.86	2.86	2.82
2.1b The teacher candidate demonstrates a thorough knowledge of content.	2.97	2.87	2.91	2.82	2.86	2.78	2.84	2.73
2.1c The teacher candidate demonstrates a thorough knowledge of content.	2.91	2.85	2.91	2.60	2.88	2.7	2.82	2.71
2.1d The teacher candidate demonstrates a thorough knowledge of content.	2.91	2.77	2.91	2.57	2.65	2.66	2.76	2.74
2.2a The teacher candidate provides a variety of innovative applications of knowledge.	2.88	2.75	2.83	2.67	2.86	2.68	2.88	2.73
2.2b The teacher candidate provides a variety of innovative applications of knowledge.	2.88	2.8	2.83	2.42	2.67	2.52	2.74	2.63
2.3a The teacher candidate utilizes technology to engage and challenge	2.96	2.82	3	2.67	2.97	2.8	2.82	2.87

learners in a variety of learning situations.								
2.3b The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations.	3	2.82	3	2.64	2.86	2.76	2.82	2.9
3.1a The teacher candidate uses methods and techniques that are effective in meeting student needs.	2.97	2.92	3	2.71	2.9	2.84	2.84	2.79
3.2a The teacher candidate selects and uses appropriate assessments to measure learner progress.	2.94	2.92	2.91	2.75	2.88	2.76	2.86	2.80
3.2b The teacher candidate selects and uses appropriate assessments to measure learner progress.	2.88	2.72	2.91	2.35	2.72	2.52	2.74	2.6
3.3a The teacher candidate selects and uses appropriate assessments to inform instruction.	2.78	2.82	3	2.64	2.79	2.62	2.8	2.71
3.4a The teacher candidate delivers comprehensive instruction for learners.	2.94	2.85	3	2.75	2.86	2.8	2.72	2.74
3.4b The teacher candidate delivers comprehensive instruction for learners.	2.94	2.87	2.91	2.60	2.79	2.66	2.74	2.69

4.1a The teacher candidate engages in reflection.	2.91	2.87	3	2.75	2.86	2.88	2.8	2.68
4.2a The teacher candidate engages in continuous professional development.	2.97	2.82	2.91	2.67	2.95	2.78	2.39	2.69
4.3a The teacher candidate participates in collaboration.	2.97	2.97	3	2.82	2.97	2.88	2.74	2.96
4.3b The teacher candidate participates in collaboration.	2.97	2.87	3	2.67	2.83	2.8	2.76	2.77
4.4a The teacher candidate takes advantage of leadership opportunities.	2.94	2.77	2.91	2.5	2.76	2.6	2.72	2.60

While 94% of evaluations show higher scores from University Supervisors the largest difference between scores was .47